

Principals Coaching Teachers

Providing Feedback That Improves Practice

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Center on

GREAT TEACHERS & LEADERS

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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Intended Participant Outcomes: Providing Feedback

Participants will know and be able to do the following:

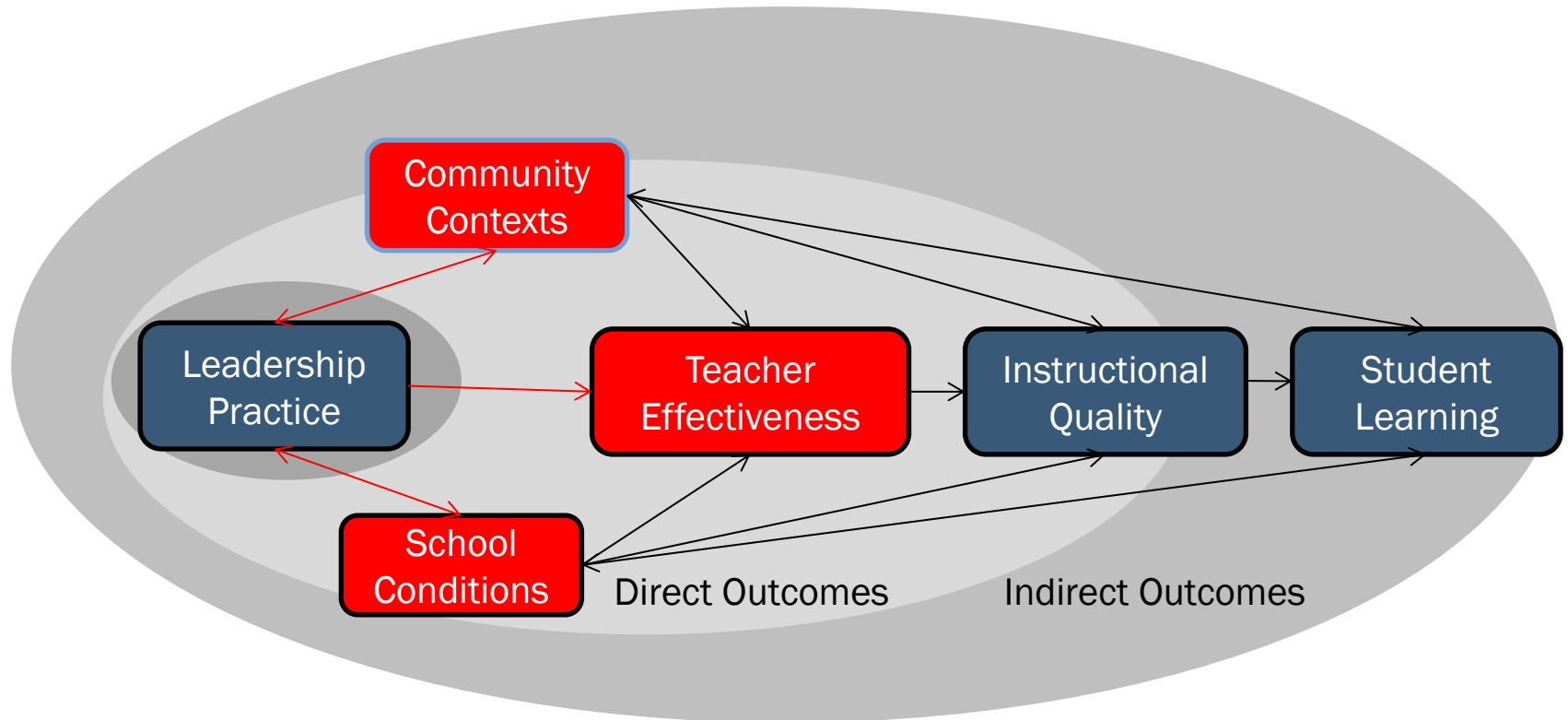
- Describe the value of providing feedback and developing a feedback-rich culture.
- Apply research-based criteria on feedback quality to teacher postobservation scenarios.
- Craft targeted feedback that is evidence based and grounded in standards of effective practice.

Agenda

1:25–1:30 p.m.	Welcome and Overview
1:30–2:05 p.m.	Effective Coaching and Feedback Conversations
2:05–2:40 p.m.	Small Group Activity—Preparing for Coaching and Feedback Conversations
2:40–2:50 p.m.	Whole-Group Discussion: Lessons Learned and Next Steps From This Session
2:50–2:55 p.m.	Q&A

Start With Why

Principals Are Key: Influence



Clifford, Sherratt, & Feters (2012)

Leadership Development and Coaching

- Shared Purpose and Goals
- **Effective Teaching and Learning Environment**
- Organizational Systems
- Family and Community Collaboration
- Responsibility and Professional Learning
- Leadership Competencies

Effective Teaching and Learning Environment Coaching Points

- Set challenging goals
- Communicate clear expectations and hold everyone accountable
- Build a feedback-rich culture
- Model and support the use of data to inform instruction
- Establish common instructional norms
- Make classroom observations and feedback a top priority

How to Use Observations and Feedback to Improve Practice

Three Key Factors for Observations

1. A common vision and shared goals about how to make each classroom maximally successful
2. A mechanism in place to assess the standing of classrooms through these goals
3. Professional development experiences that can support teachers in making progress toward these goals

(Stulman, Hamre, Downer, & Pianta, 2010).

Effective Feedback

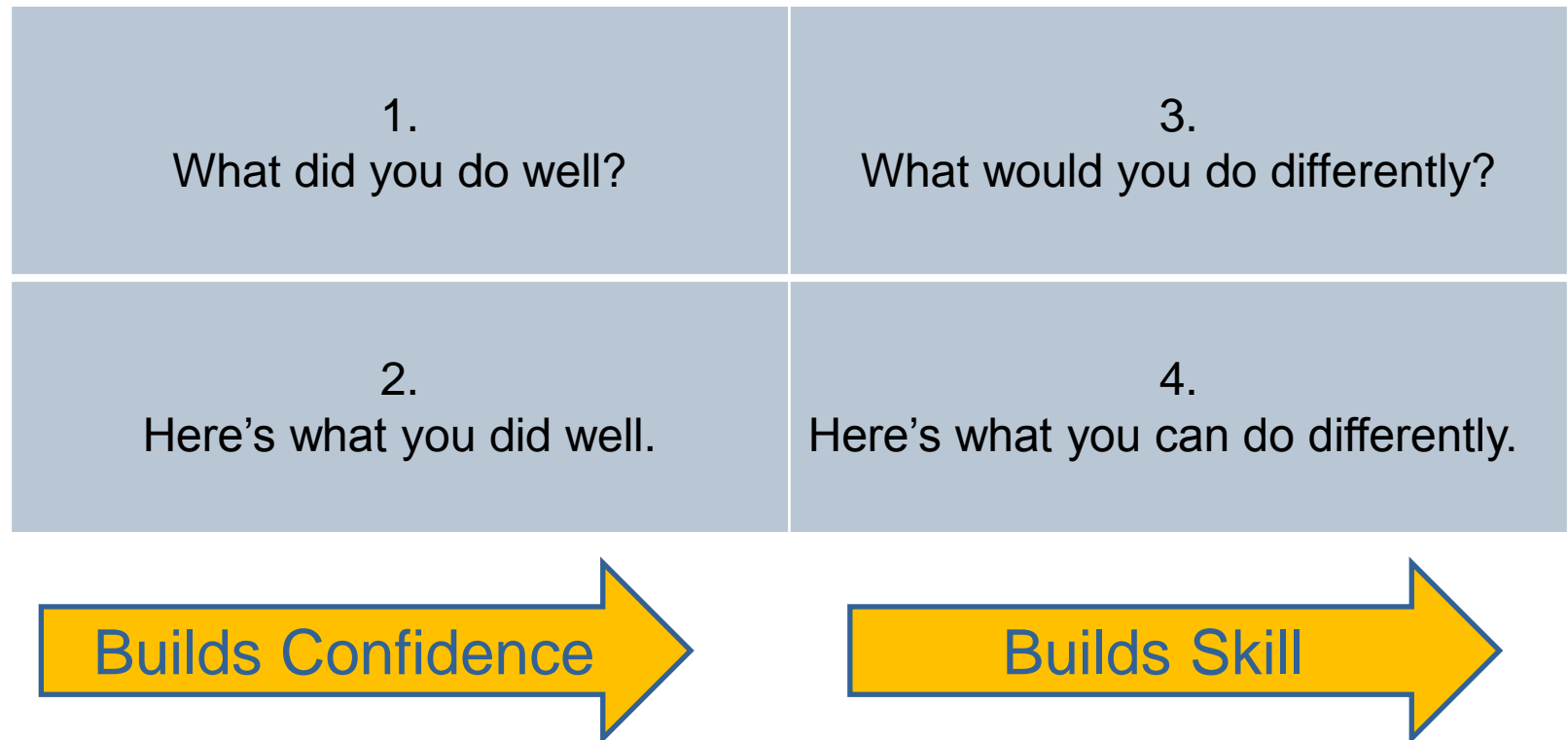
- Is NOT advice
- Is based on evidence and engagement



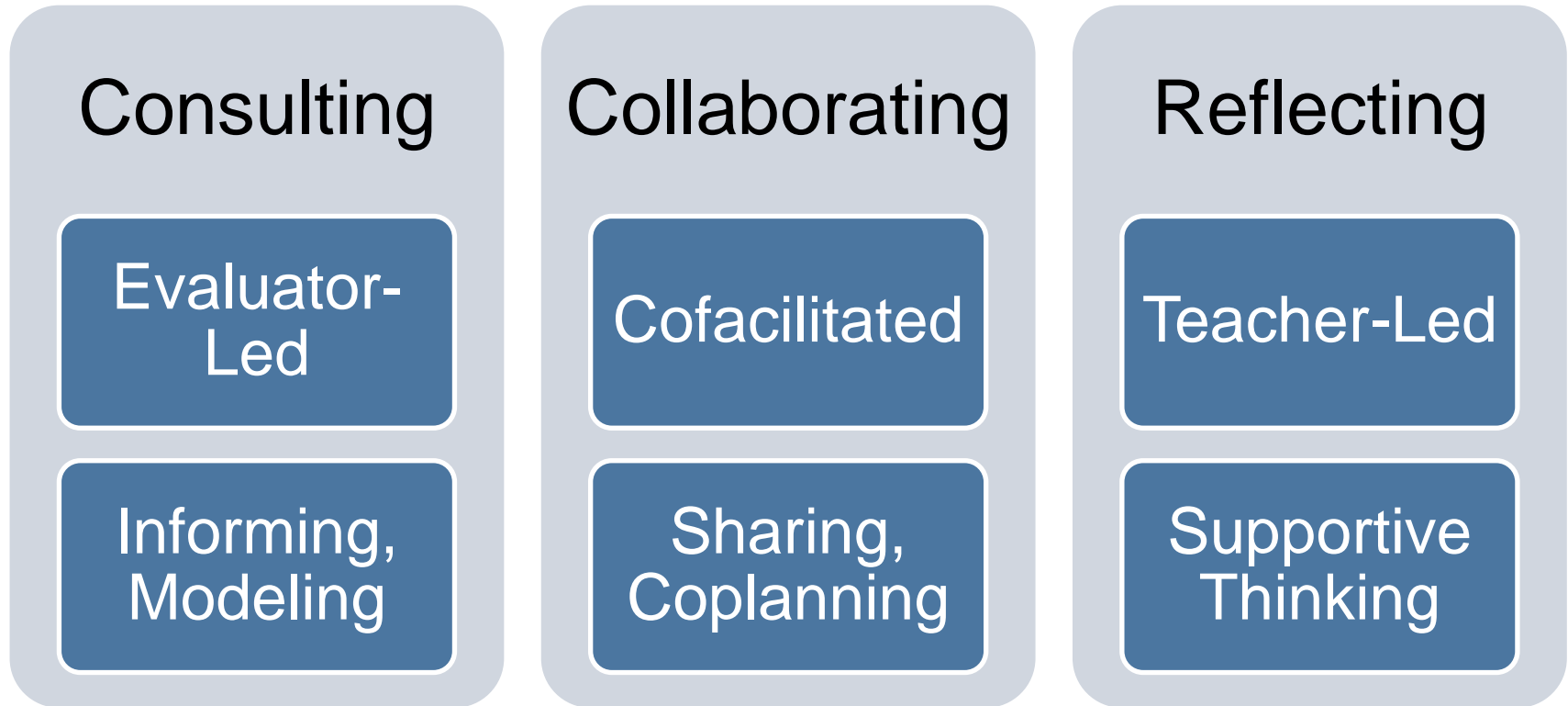
Feedback Versus Advice

- Uses evidence
- Incorporates questioning and professional conversation
- Reinforces effective practice and identifies areas for continued growth
- Culminates in concrete action steps
- You need more examples.
- You should include an essential question in your lesson plan.
- You need to improve classroom management.
- The “Do Now” activity took too long to complete.

World's Simplest Feedback Model



Different Roles for Different Types of Feedback



Material from the Center for Cognitive Coaching, adapted by Kristi Holmstrom.

Different Roles for Different Types of Feedback



Consulting

- The observer or evaluator
 - Defines the problem for the teacher.
 - Provides the solution and specific advice.
- Consulting occurs when
 - A teacher needs immediate advice.
 - A teacher is still relatively new.
 - It is needed as a scaffold to move a teacher into deeper conversations.

Collaborating

- The observer or evaluator
 - Defines the problem with the teacher.
 - Coconstructs solutions to the problem.
 - Shares responsibility for moving the conversation forward.
- Collaborating occurs when
 - There is trust between the teacher and the observer or evaluator.
 - The teacher and evaluator share a common goal.

Reflecting

- The observer or evaluator
 - Encourages teachers to think about their practice.
 - Paraphrases what teachers are saying.
 - Asks teachers questions about identifying problems and finding solutions to those problems.
 - Mostly listens.

Reflecting

- Occurs over time when
 - Teachers develop the capacity to think critically about their practice.
 - The observer or evaluator is able to realize that he or she does not have all the answers.
 - The evaluator learns how to ask questions to get the teacher to think deeply.

Different Roles for Different Types of Feedback

- Turn and talk
 - Which role do you usually take when providing feedback?
 - Why do you take that role?

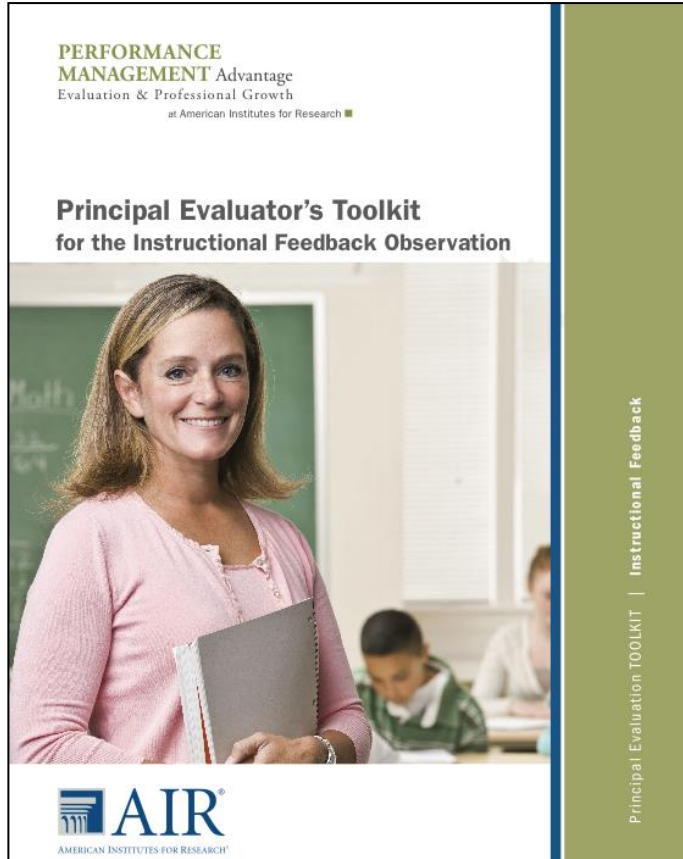


Tools for Providing Feedback

Behavioral Indicators for Formal Feedback Conferences

- Evidence Use
- Professional Interactions
- Differentiated Questioning
- Leading Conversations Into Action
- Written Feedback

Principal Observation: Supporting Teacher Growth With Feedback



The Instructional Feedback Observation tool includes two publications:

- The *Guidebook* outlines a transparent procedure.
- The *Toolbox* includes forms to be completed by supervisors and principals.

Principal Observation: Supporting Teacher Growth With Feedback

Domain	What It Measures	Evidence
Evidence use	Centers conversation on observation evidence Accurately aligns data to teacher framework	Observation
Professional interactions	Focused attention Appropriate communication Depersonalized comments	Observation
Differentiated questions	Asks reflective questions	
Leading conversations	Sets goals for the meeting Paces conversation Defines next steps with the teacher	Observation
Written feedback	Completes forms Connects to teacher framework	Document review

Principal Observation: Supporting Teacher Growth With Feedback



Principal observations must be scheduled to correspond to teacher postobservation conferences.

Observation evidence can be collected by scripting or video.

Observation results can be shared at the midyear check-in meeting.

Principal Observation: Supporting Teacher Growth With Feedback

What's inside the *Guidebook*?

- **Take 10 minutes** to read pages 2–10 of the *Guidebook*.
- **Meet** in small groups and answer the following:
 - What was interesting or surprising?
 - What do you need more information about?
 - What points are important to highlight?
- **Report out.**

Measuring Practice: Leader Observation

Activity: You Are the Observer

- Make notes when watching this short video of a teacher postobservation conference.
- Rate principal performance according to the Observation Rubric (pp. 4–6 of the *Toolkit*).
- Discuss your overall impressions of the feedback session at your table:
 - What does the principal do well?
 - How could the principal improve?
- Share out key reflections: How does this support principals' work to grow teacher talent?



<http://tpep-wa.org/trainingpd/pre-and-post-observation-examples/>

Implications for Practice

- What structures and/or supports does your district have in place to support principals in providing feedback in this manner?
- What additional supports do you need in order to adopt or use these tools?

Questions and Discussion

Debrief

- How will today's session influence the way you provide feedback?
- What next steps are you willing/able to commit to?
- How will you define your why, how, and what?
- What additional questions do you have about effective feedback?

References

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- Stulman, M., Hamre, B., Downer, J., & Pianta, R. (2010). *A practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems*. Charlottesville, VA: University of Virginia Curry School of Education. Retrieved from <http://curry.virginia.edu/resource-library/practitioners-guide-to-classroom-observations>

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